

Grade 9 Lesson Outline

Rights, Respect, Responsibility

A K-12 Sexuality Education Curriculum from Advocates for Youth

The following lessons have been selected specifically for 9th grade students in the Boston Public Schools. Topics include: healthy and unhealthy relationships, consent, effective communication, gender, sexual orientation and identity, STDs, pregnancy prevention and options, decision making, and accessing reliable information.

Each lesson is 50 minutes in length.

Grade 9		
No.	Lesson Name	Learning Objectives
0	Introduction to 3Rs Curriculum	<ol style="list-style-type: none">1. Identify Ground Rules and expectations of the Rights, Respect, Responsibility curriculum.2. Understand the overarching content and lesson sequence of the curriculum.3. Demonstrate a respect for differences and personal values.
1	8.3 Healthy or Unhealthy Relationships?	<ol style="list-style-type: none">4. Characterize traits of healthy and unhealthy relationships.5. Name at least two types of power differentials in relationships.6. Describe how an unhealthy relationship can become a healthy one.7. Apply understanding of a healthy relationship to a couple featured in the media.
2	10.1 Rights, Respect, Responsibility	<ol style="list-style-type: none">1. Define the terms consent, coercion, and incapacitated.2. Differentiate between a situation in which consent is clearly given and one in which it is not.3. Demonstrate an understanding of how giving and getting clear consent is part of a respectful relationship.
3	9.1 They Love Me... They Love Me Not	<ol style="list-style-type: none">1. Describe at least three characteristics of an unhealthy or emotionally abusive relationship.2. Explain at least one thing a person in an unhealthy or abusive relationship can do to leave that relationship.3. Identify feelings about partners' roles and responsibilities in a relationship when there is a power difference between the two.
4	9.4 Sexual Orientation, Behavior, Identity	<ol style="list-style-type: none">1. Name at least three different sexual orientations.2. Describe the three components of sexual orientation and how they are uniquely different, as well as connected to each other.

5	9.5 Understanding Gender	<ol style="list-style-type: none"> 1. Explain what gender and gender identity are, and how they are different from biological sex. 2. Define “gender script” while providing several examples of these scripts. 3. Identify at least three sources of gender scripts and messages young people receive growing up.
6a.	7.1 Everybody’s Got Body Parts – Part 1	<ol style="list-style-type: none"> 1. Name at least two parts of the female internal and external sexual and reproductive systems.
6b.	7.2 Everybody’s Got Body Parts – Part 2`	<ol style="list-style-type: none"> 2. Describe the function of at least two parts of the female internal and external sexual and reproductive systems. 3. Demonstrate a basic understanding of the menstrual cycle. 4. Demonstrate a basic understanding of how and where sperm are made.
7	7.5 Protecting Your Health: Understanding and Preventing STDs	<ol style="list-style-type: none"> 1. Define STDs and HIV. 2. Describe how to lower one’s risk of contracting an STD 3. Compare sexual behaviors that are high, low, or no risk.
8	10.2 Know Your Options	<ol style="list-style-type: none"> 1. List at least three methods of effective birth control for teens. 2. Analyze at least three factors that have an impact on a teen’s ability to successfully use birth control. 3. Recall at least two reasons why a teen might want to use birth control that are independent from preventing pregnancy.
9	9.9 What If...?	<ol style="list-style-type: none"> 1. Name at least two symptoms of pregnancy. 2. Explain the three choices a person has when they learn that they are pregnant. 3. Describe at least two reasons why a person might or might not choose each of the options. 4. Define “prenatal care”. 5. Access medically accurate information about pregnancy options, including prenatal care.
10	9.11 Creating Condom Confidence	<ol style="list-style-type: none"> 1. Describe the steps to putting on a condom correctly. 2. Demonstrate an understanding of the steps to correct condom use. 3. Apply information relating to how to obtain condoms in their community by attempting to obtain condoms on their own.
<i>Please note: You may choose either lesson below to address social media issues and staying safe online.</i>		
11	10.7 Trust It or Trash It: Finding Accurate Sex Ed Information	<ol style="list-style-type: none"> 1. Analyze at least three strategies to distinguish whether a sexual health resource contains accurate and reliable information for teens. 2. List at least two accurate and reliable information sources of sexual health information for teens.
11	10.5 Using Technology Responsibly	<ol style="list-style-type: none"> 1. Define the term sexting and identify reasons why someone may choose to sext. 2. Identify two connections between child pornography and sexting laws. 3. Explain at least two options for people involved in sexting situations.